

Project DATA: Developmentally Appropriate Treatment for Autism

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Autism Task Force Meeting
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Mission of the program

To blend approaches to meet the individual needs of young children with ASD and their families

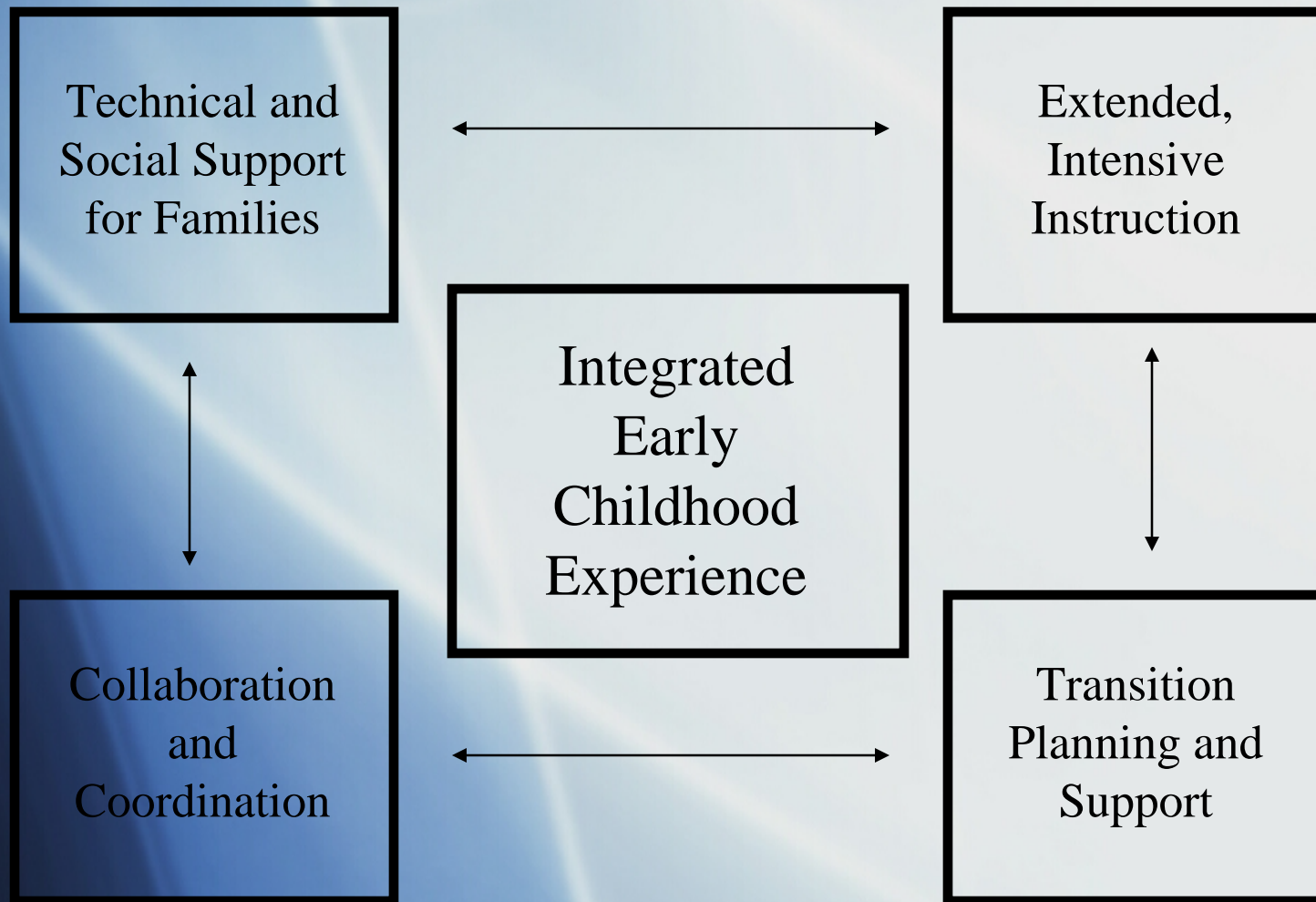
We provide school-based early intervention services

We use evidence-based practices and data-based decision making in all aspects of the program

Services offered, ages served

- There are 5 components to the program
- Integrated early childhood experience
- Extended hours of intensive instruction
- Family education and support
- Collaboration and coordination across services
- Transition planning and support

Project DATA



Ages served

- Preschool (3 to K)
- 12 hours of integrated preschool
- 11 hours of extended instruction
- 5 hours parent instruction
- Monthly home visits
- Parent education classes
- Toddler (Dx to 3)
- 3 hours of integrated play groups
- 6 hours of 1:1 extended instruction
- 2 hours of home visits weekly
- Parent education classes

Impetus for program

What problem were you trying to solve?

- Originally funded by OSEP
- Now funded by tuition from local school districts and private fund raising
- Started in 1997
- We were trying to find an effective way to meet the needs of students with autism, families, and school districts.
- We were concerned with best outcomes and developmental appropriateness

How did you decide on the model or strategy you are using?

- Our theoretical framework is applied behavior analysis (ABA)
- We blend best practices from ABA and early childhood special education (ECSE)
- ECSE is heavily influenced by typical development and effective instruction

Why ABA?

- Our core staff in 1997 (Ilene Schwartz, Bonnie McBride and Gusty Lee Boulware) had extensive training and experience in ABA and ECSE
- ABA is the strategy that has the most evidence of effectiveness for students with autism
- ABA is a flexible and effective technology for instruction.

Who provided mentoring and advice?

- Our core staff are all Board Certified Behavior Analysts
- We were influenced by other effective preschool programs for students with ASD including LEAP and the Walden Center
- We also knew what we did not want our program to look like

What obstacles did you encounter?

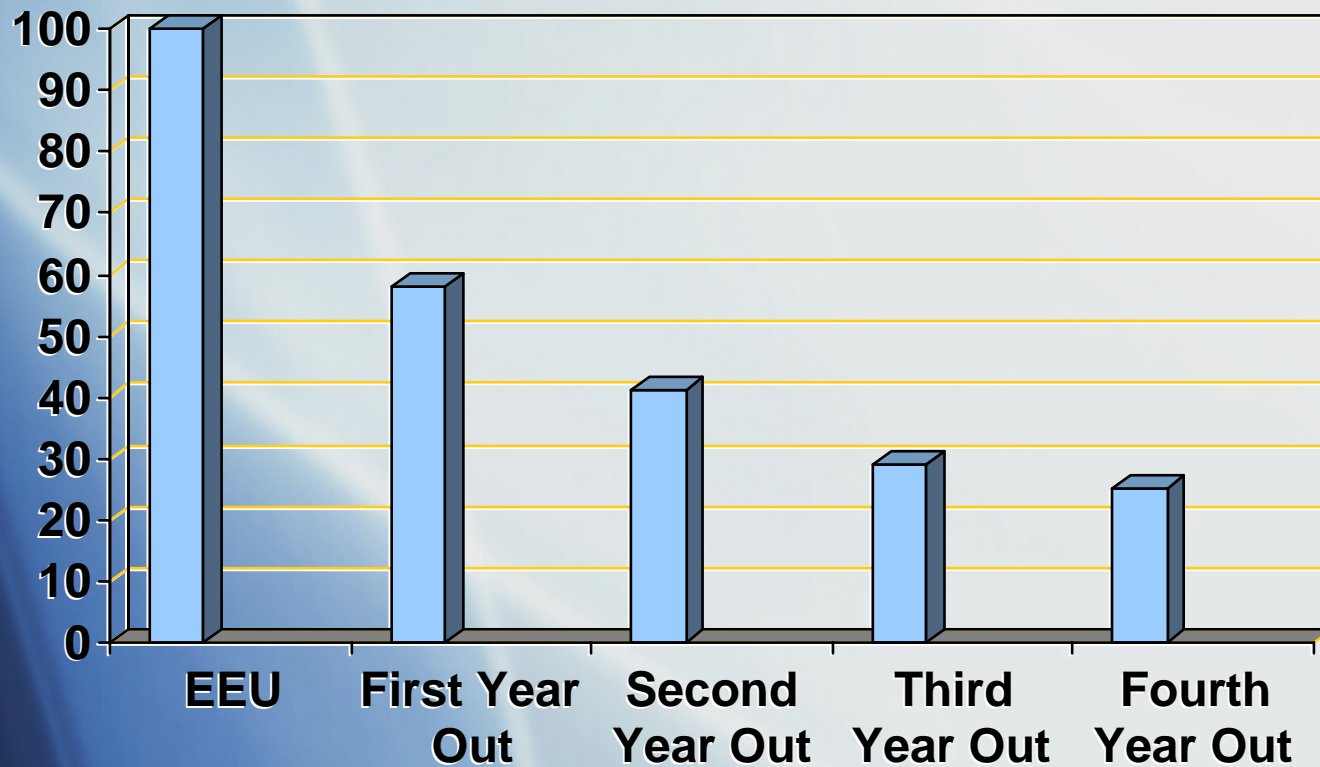
- Funding
- Space
- Meeting the need
- Personnel to meet the training requests we receive

How do you evaluate your services?

- We now have follow-up data on 57 children
- We have data on children when they enter the program and when they leave.
- All children make gains.
- 57% of children leave preschool and participate in an inclusive kindergarten experience

DATA Project Outcomes

Percentage of children included in general education



What supports do you need to ensure continued success?

- Funding
- Space
- Meeting the need
- Personnel to meet the training requests we receive
- In order to deal with these requests we now provide consultation on a fee for services basis – we still cannot accommodate all requests
- A statewide system of regional training and service centers.

What obstacles still impact you?

- Funding
- Space
- Meeting the need
- Personnel to meet the training requests we receive